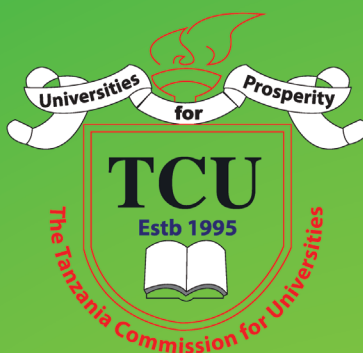


Tanzania Commission for Universities (TCU)



PRINCIPLES AND GUIDELINES FOR

EVALUATION OF

FOREIGN AWARDS AND

RECOGNITION OF

QUALIFICATIONS

**REVISED
EDITION**

DECEMBER 2019

**TANZANIA COMMISSION FOR UNIVERSITIES
(TCU)**



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QUALIFICATIONS**

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PREFACE

Structural reforms being undertaken in Tanzania starting in the 1990s have enabled the private sector in the country to play a major role in socio-economic activities, including the provision of higher education. Thus, as a result of the reforms, in 1996 private university institutions started to emerge in the country. This brought in exponential expansion of admission in higher education institutions, correspondingly leading to a more than 15-fold rise in the national higher education gross enrolment rate, from 0.27 per cent in 1997 to more than 4 per cent in 2016.¹ Despite this expansion in student enrolment, Tanzania still lags behind in access to higher education, with enrolment levels being much lower than the Sub-Saharan African average of about 8 per cent². This indicates that Tanzania has a long way to go to catch up with the optimum university enrolment rate for the country to attain and maintain a knowledge economy status by 2025, in accordance with national aspirations spelt out in the Tanzania Development Vision 2025.³

Linked to Tanzania's structural reforms are the 21st century global socio-economic dynamics that, among others, have led to the expansion in cross border education provision. Thus, according to the UNESCO Institute of Statistics (UIS) data, in the years 2012 to 2017 there were about 36,731 Tanzanian students studying abroad, distributed as follows: 2012 (5,359), 2013 (5,520), 2014 (6,075), 2015 (6,453), 2016 (6,585), and 2017 (6,579)⁴. These figures clearly indicate the importance of cross border education in enhancing access to educational opportunities to Tanzanian students. They also portray a corresponding contribution of this arrangement towards achieving the country's human resource needs as spelt out in the Tanzania Development Vision 2025 and the National Five-Year Development Plan 2016/2017 – 2020/2021.⁵

¹ TCU website: www.tcu.go.tz

² UNESCO Institute of Statistics (UIS). 2016; <https://en.unesco.org/gem-report/statistics>

³ United Republic of Tanzania. 1999. The Tanzania Development Vision 2025. Planning Commission, Dar es Salaam; <http://www.mof.go.tz/mofdocs/overarch/vision2025.htm>

⁴ UNESCO Institute of Statistics (UIS). 2019. <http://data.uis.unesco.org/index.aspx?queryid=172>

⁵ United Republic of Tanzania. 2016. National Five Year Development Plan 2016/17 – 2020/21. Ministry of Finance and Planning; <http://extwprlegs1.fao.org/docs/pdf/tan166449.pdf>

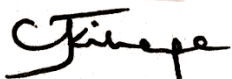
One of the main factors limiting access to higher education in Tanzania relates to the inadequate enrolment capacity in the higher education institutions in the country. Furthermore, there are some specialised education and training disciplines that are not offered in higher education institutions in the country. These are some of the factors that prompt a number of Tanzanian students to look for higher education opportunities in overseas institutions. However, such arrangements pose the challenge of the awards and qualifications attained from the overseas education institutions not to adequately address national human resource needs. There are also issues related to the quality of the education provided by the overseas institutions, considering the great diversity of education systems in different countries in the world. Furthermore, there is also the need to establish an inventory of the students pursuing education in overseas institutions for the purpose of providing information to cater for national human resource planning needs.

In view of the aforesaid factors, the Commission in the fulfilment of its oversight responsibilities in the country's higher education sub-sector needs to institute appropriate mechanisms of evaluating foreign awards for the purpose of establishing their comparability with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. This function falls under the Commission's mandate, as spelt out in section 5 of the Universities Act, Cap. 346.

It is against the aforesaid background that the Commission developed guidelines for evaluation of foreign awards in Tanzania. These guidelines were first developed in November 2016. However, after noting some inadequacies in guiding the evaluation process, the Commission carried out a review of the guidelines in order to make them more appropriate for the effective evaluation of foreign awards to establish their comparability with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. Therefore, these Principles and Guidelines are the result of that review.

The reviewed guidelines, which are now referred to as Principles and Guidelines for Evaluation of Foreign Awards and Recognition of Qualifications, were developed by two experts: Prof Mayunga Nkunya, former Executive Secretary of the Commission and the Inter-University Council for East Africa – IUCEA respectively, and Prof Masoud Muruke, former President of the East African Higher Education Quality Assurance Network – EAQAN and former Director of the Quality Assurance Bureau of the University of Dar es Salaam. Four staff from the Commission, namely Dr Telemu Kassile (Director of Accreditation), Ms Roserine Rutta (Legal Officer), and Mr Omari Shegilla and Ms Dativa Tesha (Accreditation Officers) provided operational inputs to the experts during the review. I express my sincere appreciations to the two experts and staff from the Commission for undertaking the review and subsequent development of these Principles and Guidelines.

The Commission expects that these Principles and Guidelines will be helpful in making informed decisions and speeding up the process of evaluation of foreign awards for the purpose of establishing their comparability with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. The Commission is committed to undertake the evaluation of awards and subsequent recognition of qualifications with the highest level of objectivity, fairness, coherence, and transparency.



Prof Charles Kihampa
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY

Introduction

One of the main factors limiting access to higher education in Tanzania relates to the inadequate enrolment capacity in higher education institutions in the country. Furthermore, there are some specialised education and training disciplines that are not offered in higher education institutions in Tanzania. These are some of the factors that prompt a number of Tanzanian students to look for higher education opportunities in overseas institutions. However, such study arrangements pose the challenge of some of the qualifications attained being inadequate in addressing national human resource needs.

There are also issues related to the quality of the education provided by the overseas institutions, considering the great diversity of education systems of different countries in the world. Furthermore, there is also the need to establish an inventory of the students pursuing higher education programmes in overseas institutions, for the purposes of providing information to cater for national human resource planning needs. Therefore, the Commission considers it important to carry out evaluation of foreign awards for the purpose of establishing their comparability with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. It is against this background that the Commission embarked on the development of guidelines for evaluation of foreign awards as the basis for establishing comparability of the corresponding qualifications with Tanzanian equivalences. This initiative falls under the mandate and functions of the Commission as spelt out in section 5 of the Universities Act, Cap. 346.

The first edition of the guidelines was issued in November 2016. However, after noting some inadequacies in those guidelines in guiding the evaluation process, the Commission embarked on their review in order to ensure that the guidelines provide appropriate instruments for the evaluation of foreign awards to establish comparability of the corresponding qualifications with Tanzanian equivalences. Therefore, these Principles and Guidelines are the result of that review.

Factors Prompting Tanzanian Students to Opt for Studies in Overseas Institutions

During the past 20 years or so Tanzania has witnessed a tremendous expansion of basic education enrolment. This has correspondingly led to the expansion of student enrolment in higher education. However, despite that expansion, demand for access to higher education continues to grow beyond the ability of the existing capacity in the country's higher education institutions to accommodate. Furthermore, some academic programmes that may be of specific interest to students are not offered in Tanzania's higher education institutions. These are some of the main factors that prompt some Tanzanian students to pursue higher educational opportunities in overseas institutions. Such arrangements are also important in providing foreign exposure to Tanzanian students for the purpose of "learning from others" in terms of acquisition of new knowledge and skills that could also support technological innovations in the country. This is one of the approaches that some countries, such as Brazil, China and South Korea, have been using to acquire foreign technological knowledge and skills. Therefore, there is a need for Tanzania to institute an effective and transparent mechanism for the evaluation of awards of holders who studied in overseas higher education institutions, for the purpose of establishing comparability of the corresponding qualifications with Tanzanian equivalences.

Approaches to Verification of Foreign Awards

The mandate and approach of the Commission to recognise foreign qualifications is premised on the fact that there are different education systems around the world. This presents a diversity of awards conferred to individuals after successful completion of a particular level of education and training in the different countries. This is the context under which the Commission has considered preparation of these standards and guidelines to be highly desirable. In many other cases regional arrangements for recognition of awards and qualifications have relied on mutually agreed protocols entered between countries. In addition, a number of countries have also established systems of

recognition of awards and qualifications attained from overseas higher education institutions in order to ensure that the qualifications of the award holders are commensurate with the national equivalences of a particular country. It is therefore prudent that Tanzania develops a system for evaluation of awards obtained from overseas higher education institutions. In that regard, the Commission has developed these principles and guidelines. Since systems for evaluation of awards for subsequent recognition of the corresponding qualifications are normally facilitated by national or regional qualifications frameworks, these Principles and Guidelines as applicable to Tanzania have been developed while taking into consideration that as yet the country does not have a National Qualifications Framework that could guide the evaluation and recognition process.

The Principles and Guidelines

One of the main challenges of awards and qualifications obtained from overseas institutions is on how to ensure the quality, level, validity, and relevance of the education provided and the corresponding award and qualifications attained. Therefore, it is a requirement in the country for a foreign award to be verified for the purpose of recognition of its comparability with Tanzanian equivalence. These Principles and Guidelines are meant to address that need, in line with the Commission's mandate to carry out such verification as provided for in the Universities Act, Cap. 346.

In addition, these principles and guidelines take into consideration the various purposes that prompt the need for verification of awards. Thus, these principles and guidelines are intended to enable the Commission to verify the quality, level, validity, and relevance of awards conferred by foreign institutions to holders for the purpose of establishing the comparability of the awards with Tanzanian equivalences as the basis for recognition of the corresponding qualifications. The Commission shall ensure that the services for evaluation of foreign awards and subsequent recognition of the corresponding qualifications are easily accessible.

There are seven Principles that focus on the various aspects related to evaluation of foreign awards and recognition of the corresponding qualifications, which are as follows:

Principle 1: Submission of a foreign award to the Commission for evaluation

Principle 2: Evaluation process of foreign awards

Principle 3: Structure of the programme leading to a foreign award

Principle 4: Foreign awards obtained through special programme delivery systems

Principle 5: Awards in programmes leading to professional practice

Principle 6: Decisions on verification of foreign awards and recognition of qualifications

Principle 7: Appeals against decisions on recognition of foreign awards

In each principle a guiding statement is provided indicating the specific requirement in the evaluation of foreign awards and subsequent recognition of the corresponding qualifications. This is followed by one or more guidelines that indicate how each of the principles shall be operationalized.

INTRODUCTION

CONTEXT

During the past 20 years or so Tanzania has witnessed a tremendous expansion of secondary education enrolment. For example, in 2016 the total secondary school enrolment was 1,806,955 students, which included 131,362 students in the A level stream, of whom 64,738 were in form 6.⁶ The latter figure presents the main pool of candidates for admission into higher education institutions, beside students with equivalent qualifications and those admitted through other channels. Thus, the student enrolment figure for higher education institutions has continued to expand, starting from 44,715 in 2012/2013 to 69,539 in 2016/2017.⁷

Despite the enrolment expansion, demand for access to higher education has continued to grow beyond the existing capacity in the country's higher education institutions. This has been triggered by the growing awareness in Tanzania on the importance of higher education to the socio-economic prosperity of individuals and the nation at large. Such awareness has stimulated an unprecedented demand for higher education access in the country. Furthermore, some academic programmes that may be of specific interest to students are not offered in Tanzania's higher education institutions. These aspects may be considered as the main factors that prompt some Tanzanian students to pursue their education in overseas institutions. Thus, according to UNESCO statistics, in the years 2012 to 2017 there were about 36,731 Tanzanian students studying abroad, distributed as follows: 2012 (5,359), 2013 (5,520), 2014 (6,075), 2015 (6,453), 2016 (6,585), and 2017 (6,579)⁸.

⁶ United Republic of Tanzania, President's Office, Regional Administration and Local Government. 2016. Pre-Primary, Primary and Secondary Education Statistics in Brief, <https://s3-eu-west-1.amazonaws.com/s3.sourceafrica.net/documents/118112/Tanzania-Pre-Primary-Primary-and-Secondary.pdf>

⁷ State of University Education in Tanzania 2018

⁸ UNESCO Institute of Statistics (UIS). 2019. <http://data.uis.unesco.org/index.aspx?queryid=172>

Studying overseas also provides foreign exposure to Tanzanian students for the purpose of “learning from others”, in terms of acquisition of new knowledge and skills that could also support technological innovations in the country. Some countries, such as Brazil, China and South Korea, have been using such approach and this has enabled them to acquire knowledge and skills from other countries. Furthermore, foreign direct investments into the country are also normally accompanied with the deployment of foreign experts having qualifications obtained from outside Tanzania. The qualifications of such experts also need to be verified for their authenticity. Therefore, with these scenarios, there is a need for the country to institute an effective and transparent mechanism for the evaluation of awards obtained from overseas universities and subsequent recognition of the corresponding qualifications. The aforesaid factors form the main context under which the Commission has come up with these Principles and Guidelines.

The mandate and approach of the Commission in recognizing foreign qualifications is premised on a number of aspects, the most important of them being the existence of different education systems around the world. This leads to the corresponding existence of a diversity of awards conferred to individuals after successful completion of a particular level of education and training in the different countries. The Principles and Guidelines take into consideration this aspect.

RATIONALE

It is well acknowledged that proliferation of cross border education provision is one of the major outcomes of globalization. However, this has continued to be the case while there is no universal system of education that is applicable globally. This poses major challenges on the acceptability of the education provided through cross-border arrangements and in the evaluation of the corresponding awards and subsequent recognition of the qualifications attained. Therefore, in order to address this challenge, nation states and international organisations have devised various systems for evaluations of awards

obtained through cross-border education and the subsequent recognition of the corresponding qualifications.⁹ Thus, internationally, UNESCO has attempted to address that challenge by developing regional conventions for recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education. In Africa, such a protocol is referred to as the Addis Convention, or the revised Arusha Convention.¹⁰

In many other cases regional arrangements for evaluation of awards for the purpose of recognition of the corresponding qualifications have relied on mutually agreed protocols entered between countries. Such mutual recognition arrangements prevail in Europe under the Bologna process,¹¹ ASEAN region,^{12, 13} Asia Pacific region,¹⁴ and Latin America and the Caribbean region,¹⁵ among other regions. Mutual recognition arrangement also exists in East Africa within the framework of the EAC Common Higher Education Area, which IUCEA coordinates.¹⁶ There is also a similar arrangement in the SADC region.¹⁷

⁹ European Union Commission. 2016. The European Recognition Manual for Higher Education Institutions *Second edition*. Lisbon Recognition Convention Committee and European University Association; <http://eurorecognition.eu/Manual/EAR%20HEI.pdf>

¹⁰ UNESCO. 2019. Addis convention for recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in Africa: http://portal.unesco.org/en/ev.php-URL_ID=49282&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹¹ Nuffic. 2012. European Area of Recognition Manual Practical guidelines for fair recognition of qualifications; http://www.eurorecognition.eu/manual/ear_manual_v_1.0.pdf

¹² Hamanaka, S. and Jusoh, S. 2016. The Emerging ASEAN Approach to Mutual Recognition: A Comparison with Europe, Trans-Tasman, and North America; IDE Discussion Paper No.616; <http://www.ide.go.jp/library/English/Publish/Download/Dp/pdf/618.pdf>

¹³ Degree Structures in the ASEAN Region: State of Play Report. The European Union Support to Higher Education in the ASEAN Region. 2016. www.share-asean.eu/sites/default/files/Degree-Structures-in-the-ASEAN-Region-.pdf

¹⁴ UNESCO. Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher education (2011 Tokyo Convention), 2017; <https://bangkok.unesco.org/content/asia-pacific-regional-convention-recognition-qualifications>

¹⁵ UNESCO. 2019. Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean 1974; http://portal.unesco.org/en/ev.php-URL_ID=13512&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁶ IUCEA website: www.iucea.org; www.eac.int

¹⁷ SADC Qualifications Verification Network. 2017. <http://www.sqaq.org.za/docs/webcontent/2017/SADCOVN%20Brochure.pdf>

Besides the regional arrangements, a number of countries have also devised systems of recognition of awards and qualifications attained from overseas higher education providers in order to ensure that the qualifications of the award holders are commensurate with national equivalences for the particular country. It is therefore prudent that Tanzania develops a system for evaluation and recognition of awards obtained from overseas universities. This fact led the Commission to develop these Principles and Guidelines. Since systems for evaluation and recognition of awards are normally facilitated by national or regional qualifications frameworks, these Principles and Guidelines have been developed while taking into consideration the fact that as yet Tanzania does not have a National Qualifications Framework that could guide the recognition process.

PURPOSE

One of the main challenges of awards and qualifications obtained from overseas institutions is on how to ensure the quality, level, validity, and relevance of the education provided and the corresponding award and qualifications attained. Therefore, in order for a person who had pursued education from overseas institutions to be acceptable by the job market in the particular country or to practice his/her profession or to pursue further studies, it is a requirement that his/her foreign award is verified for the purpose of recognition of the qualification it represents for comparability to Tanzania's national equivalence. These Principles and Guidelines are meant to address that need for the case of Tanzania.

SCOPE

The principles and guidelines are intended to enable the Commission to verify the quality, level, validity, and relevance of all awards conferred by foreign institutions to holders for the purpose of establishing comparability to Tanzanian equivalences of the qualification it represents. The Principles and Guidelines relate to the awards conferred by foreign institutions in the categories here below:

- (a) Institutions outside Tanzania;

- (b) Foreign institutions with campuses in Tanzania; or
- (c) Foreign institutions with offshore campuses.

The principles and guidelines are intended to cover verification of awards and recognition of the corresponding qualifications obtained through various programme delivery arrangements as follows:

- (a) Cross border education;
- (b) Double/joint/multiple/parallel degrees;
- (c) Open, distance and electronic learning (ODEL);
- (d) Credit transfer arrangements;
- (e) Recognition of prior learning (RPL); and
- (f) Simultaneously obtained awards.

The principles and guidelines do not cover verification of awards and recognition of the corresponding qualifications conferred by:

- (a) Vocational education and non-degree certification systems, such as proficiency, certificate or diploma awards offered either by universities or by non-university level bodies;
- (b) Education and training institutions that are not officially recognized as providers of university education or as part of a national education system or accredited according to the relevant provisions of a particular country, including awards managed by professional bodies, such as Institutes of Bankers, Boards of Accountants and Auditors, Institutes of Lawyers, Medical, Dental, Pharmacy, Engineers Registration, Architects and Quantity Surveyors' Boards, Nursing Council, etc.; and
- (c) Institutions offering short courses, in-service training, workshop/seminars and experiential learning.

ACCESS TO SERVICES FOR EVALUATION OF FOREIGN AWARDS

The Commission shall ensure that services for evaluation of foreign awards are easily accessible. Thus, either the holder of a foreign award or another person, institution or organisation may submit an award to the Commission for evaluation and subsequent recognition of the corresponding qualification. The Commission shall periodically review the evaluation and recognition process in order to ensure consistence to global dynamics in higher education and training.

THE PRINCIPLES AND GUIDELINES

PRINCIPLE 1

SUBMISSION OF A FOREIGN AWARD TO THE COMMISSION FOR EVALUATION

Any person holding a foreign academic award wishing to establish its comparability to Tanzanian equivalences and subsequent recognition of the corresponding qualification shall be required to submit the award to the Commission for evaluation.

GUIDELINES

- 1.1 A person holding a foreign academic award wishing to establish its comparability to Tanzanian equivalences shall be required to submit to the Commission certified copies of the certificate of the award, the corresponding academic transcripts and other documents specified by the Commission, by uploading them onto the online submission system ['Foreign Award Assessment System' (FAAS)] posted on the Commission's website www.tcu.go.tz or by accessing the system directly through the link faas.tcu.go.tz/login.php following the steps indicated on the website portal.
- 1.2 The submission to the Commission of the certificate of award, the corresponding academic transcripts, and other documents specified by the Commission for the purpose of evaluation shall be accompanied with certified secondary school certificates, which in the case of foreign certificates shall have been endorsed by the National Examination Council of Tanzania (NECTA).
- 1.3 All documents appearing in a language other than Kiswahili or English shall be submitted to the Commission together with versions translated into English and certified by the issuing institution.
- 1.4 Within two weeks after receiving the documents submitted as specified in Guideline 1.1 – 1.3 above, the Commission shall

acknowledge receipt of the documents and shall inform the holder the date to obtain the outcome of the evaluation.

- 1.5 The original version of the certificate of award, the corresponding academic transcripts, other documents specified by the Commission and a bank payment slip for the verification fees shall be submitted to the Commission when obtaining the certificate or letter of recognition.

PRINCIPLE 2

EVALUATION PROCESS OF FOREIGN AWARDS

Evaluation of a foreign academic award for the purpose of establishing its comparability to Tanzanian equivalence and subsequent recognition of the corresponding qualification shall be undertaken according to the criteria and process established by the Commission.

GUIDELINES

- 2.1 In carrying out evaluation of a foreign award to establish its comparability to Tanzanian equivalence and subsequent recognition of the corresponding qualification, the Commission shall undertake structural comparison of the following:
 - (a) Comparability of the education and training system of the foreign country with that of Tanzania;
 - (b) Entry qualifications applicable in Tanzania and the host foreign country, and are consistent with international practices. In the event of controversy, Tanzania entry qualifications shall prevail; and
 - (c) Programme duration in terms of the number of credits covered, programme content, and learning outcomes.
- 2.2 In carrying out evaluation of a foreign award as stated in Guideline 2.1 above, the Commission shall be guided by the following criteria:

- (a) Attainment of the academic qualifications required for admission into the programme related to the award, provided that such qualifications are consistent with the admission pathways recognised in Tanzania and the host foreign country, and are also consistent with international practices. In the event of controversy, Tanzania admission pathways shall prevail;
- (b) Programme requirements, including total credits and distribution and grading system, and where applicable, dissertations, thesis, internships, and any other aspects;
- (c) Structure and type of the programme, and where applicable, aspects such as research and coursework component;
- (d) Curriculum content covered for the particular award level;
- (e) Learning outcomes;
- (f) Progression pathway;
- (g) Accreditation status of the institution and the programme by a relevant recognisable authority; and
- (h) National Qualifications Framework of the host country and Tanzania's UQF.

2.3 The Commission shall undertake evaluation of foreign awards by observing the highest level of objectivity.

2.4 The evaluation process shall not take more than 14 working days counted from the date of submission of the complete set of the required documents unless there are exceptional circumstances, such as delayed availability of information from a third-party entity.

PRINCIPLE 3

STRUCTURE OF THE PROGRAMME LEADING TO A FOREIGN AWARD

In carrying out the evaluation of a foreign award to establish its comparability to Tanzanian equivalence and subsequent recognition of the corresponding qualification the Commission shall take into consideration the structure of the programme leading to the award.

GUIDELINE

- 3.1 The structure of the programme to guide the evaluation of a foreign award for the purpose of establishing its comparability to Tanzanian equivalence and subsequent recognition of the corresponding qualification shall relate to the curriculum contents, learning outcomes, programme duration in terms of credits covered, credit transfer and accumulation, recognition of prior learning arrangements, and course exemptions where applicable.

PRINCIPLE 4

FOREIGN AWARDS OBTAINED THROUGH SPECIAL PROGRAMME DELIVERY SYSTEMS

Evaluation of a foreign award obtained through a special programme delivery system to establish its comparability to Tanzanian equivalence and subsequent recognition of the corresponding qualification shall take due consideration of the specificity of the system and the intended academic qualification.

GUIDELINES

- 4.1 For the purpose of these principles and guidelines, awards obtained through special programme delivery systems shall consist of the following:
- (a) Cross border education awards;

- (b) Double/joint/multiple/parallel degree awards;
- (c) Open, distance and electronic learning (ODEL) awards;
- (d) Awards obtained through credit transfer arrangements;
- (e) Recognition of prior learning (RPL); and
- (f) Simultaneously obtained awards.

4.2 In evaluating awards obtained through special programme delivery systems, the Commission shall take into consideration the following aspects:

- (a) Accreditation status of the awarding university and programme leading to the award.
- (b) Compliance to the host country's statutory requirements for the special programme delivery system and granting of the award.
- (c) Recognition status of the award in the university's home country.

4.3 In evaluating an award obtained through double/joint/multiple/parallel degree arrangements represented by a single certificate, apart from the aspects stipulated in Guideline 4.2 above, the Commission shall require the certificate of the award to consist of the following features:

- (a) Logo of each of the awarding universities;
- (b) Statement indicating that the awarding universities grant the award jointly;
- (c) Signatures of authorised persons in each of the awarding universities; and
- (d) The institutional seal of each of the awarding university.

4.4 Where the award obtained through double/joint/multiple/parallel degree arrangement is

represented by a certificate from each of the awarding university, the Commission shall require each certificate of the award to consist of the following features:

- (a) Logo of the awarding university;
- (b) Statement indicating that the awarding university grant the award jointly with another university or universities, whose name/names shall also be indicated on the certificate;
- (c) Signatures of authorised persons in the awarding university; and
- (d) The institutional seal of the awarding university.

4.5 In evaluating awards obtained through open, distance and electronic learning (ODEL) mode, the principles and guidelines applicable to conventional face-to-face delivery mode shall apply, in addition to the aspects stipulated in Guideline 4.2 above.

4.6 Evaluation of awards obtained through credit transfer from one university to another shall be treated in the same way as normal awards provided that:

- (a) Aspects stipulated in Guideline 4.2 above are taken into consideration
- (b) The majority of the credits leading to the award are obtained from the awarding university; and
- (c) The academic transcript shows all the credits for the award including those transferred.

4.7 In evaluating awards obtained through credit transfer arrangements, the Commission shall accept credit exemptions in cases where not more than one third ($\frac{1}{3}$) of the total credits obtained for a lower level award were transferred and used as an entry qualification for the award being evaluated, or forms part of the education system of the respective country.

- 4.8 In evaluating awards obtained through recognition of prior learning (RPL), besides aspects stipulated in Guideline 4.2 above the Commission shall require the submission of documented procedure for the recognition arrangements by the university granting the award and the corresponding level of the award in the National Qualifications Framework of the country where the award was obtained.
- 4.9 Evaluation of awards obtained simultaneously shall be undertaken in accordance with Guidelines 4.1 – 4.8 above provided that:
- (a) A maximum of one additional degree programme was taken simultaneously under open/distance mode from the same or a different university
 - (b) The university granting the awards has a recognised arrangement allowing students to pursue more than one programme simultaneously, which is approved by the national accreditation body of the host country.

PRINCIPLE 5

AWARDS IN PROGRAMMES LEADING TO PROFESSIONAL PRACTICE

The Commission shall undertake evaluation of a foreign award in a programme leading to professional practice to establish comparability of the award to Tanzanian equivalence and subsequent recognition of the corresponding academic qualification, but the recognition shall not be taken to allow the holder to practice the profession, as other standards and criteria set by relevant professional bodies may be applicable.

GUIDELINES

- 5.1 In evaluating foreign awards in programmes leading to professional practice for their comparability to Tanzanian

academic equivalences, the Commission shall use the relevant guidelines indicated in other sections of these Principles and Guidelines.

- 5.2 Upon receipt from the Commission of a certificate or letter recognising the foreign award in an academic programme leading to professional practice for its comparability to Tanzanian academic equivalence, the award holder shall be required to obtain recognition of the professional content of the award by the relevant professional body for the award holder to be allowed to carry out professional practice in Tanzania.

PRINCIPLE 6

DECISIONS ON VERIFICATION OF FOREIGN AWARDS AND RECOGNITION OF QUALIFICATIONS

Decisions on verification of foreign awards and subsequent recognition of the corresponding qualifications by the Commission shall be made and disseminated by the Executive Secretary, or by a person designated by the Executive Secretary to do so.

GUIDELINES

- 6.1 Decisions on verification and recognition of foreign awards by the Commission shall be issued in the form of a certificate of recognition in the case of Tanzanian national-as the award holder or a letter where the award holder is a foreign national.
- 6.2 Decision-making on verification and recognition of foreign awards by the Commission shall uphold the highest level of objectivity.

PRINCIPLE 7

APPEALS AGAINST DECISIONS ON RECOGNITION OF FOREIGN AWARDS

The Commission shall establish an appeal mechanism to enable any person dissatisfied with a decision on the outcome of evaluation of a foreign award and subsequent recognition of the corresponding qualification to express that dissatisfaction by appealing against the decision.

GUIDELINES

- 7.1 The Executive Secretary shall establish an Appeals Committee which shall consider appeals submitted to the Commission by persons dissatisfied with a decision on the outcome of evaluation of a foreign award and subsequent recognition of the corresponding qualification.
- 7.2 Within 21 days from the date of receipt of the decision on the evaluation and recognition status of an award, a person dissatisfied with the decision shall be eligible to submit a written appeal to the Executive Secretary of the Commission stating clearly the grounds for the appeal against the decision.
- 7.3 An appeal submitted to the Commission shall be accompanied with a Bank slip, the amount of which shall be determined by the Commission from time to time.
- 7.4 The Appeals Committee shall review the submitted appeal and then advise the Executive Secretary on whether to uphold or rescind the previously made recognition decision.
- 7.5 In case the review of the recognition decision undertaken by the Appeals Committee provides the same verdict as before, the dissatisfied person may apply to the Commission for review of the decision on the appeal and the outcome of the review by the Commission shall form the final recognition decision.

LIST OF ABBREVIATIONS AND ACRONYMS

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| BEST | Basic Education Statistics for Tanzania |
| Cap. | Chapter |
| EAC | East African Community |
| EAQAN | East African Higher Education Quality Assurance Network |
| FAAS | Foreign Award Assessment System |
| ICT | Information and Communication Technology |
| IUCEA | Inter-University Council for East Africa |
| NACTE | National Council for Technical Education |
| NECTA | National Examination Council of Tanzania |
| NOC | No Objection Certificate |
| ODEL | Open, Distance and electronic Learning |
| RPL | Recognition of Prior Learning |
| SADC | Southern African Development Community |
| TCU | Tanzania Commission for Universities |
| TV | Television |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UIS | UNESCO Institute of Statistics |
| UQF | University Qualifications Framework |

GLOSSARY

Academic award: Final decision in the form of a certificate conferred, granted, or given by a recognized institution and which records that a learner has acquired certain standard of knowledge, skills and competence.

Academic programme: Design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes.

Academic qualification: Formal outcome of an assessment and validation process, which is obtained when a competent body determines that an individual has achieved learning outcome based on given standards.

Accreditation: Regulatory system for recognizing higher education institutions and academic and professional programmes associated with those institutions for a level of performance, integrity, appropriate standards and quality which entitle them to the confidence of the education community and the public they serve.

Campus: The land on which a college or university and related institutional buildings are situated, or a division of a university that has its own grounds, buildings, and faculty but is administratively joined to the rest of the university.

Certificate: Non-degree award as well as non-diploma award offered at the UQF Level 6, 7 or 9.

Certification: Formal recognition that a learner has successfully completed a qualification or part-qualification

Common Higher Education Area: Geographic area characterized by comparable, compatible, coherent and harmonized systems of higher education accepted in the region as providing objective basis for mutual recognition of the education and training systems and the qualifications attained in the region.

Comparability: Pegging qualifications to a qualifications framework based on a wide range of criteria including purpose, specifications and characteristics of the qualification, high-level learning outcomes in relation to level descriptors, credits and quality assurance arrangements.

Coursework: Work that is assigned or performed as part of a course of study for the purpose of continuous assessment in the learning process.

Credit: Measurement unit for 'notional' or 'average learning' time, which includes all the activities that the learner is expected to undertake in order to achieve the learning outcomes. A credit in the University Qualifications Framework (UQF) equates to learning outcomes achievable in 10 hours of learning time determined on the basis of a learner with an average learning speed, that is, one credit equals 10 notional hours.

Credit accumulation: The process of achieving credits over time in relation to a planned programme of study.

Credit transfer: The process by which learners may transfer credit value(s) from one programme to another, both programmes belonging to the same university or from one learning environment to another, i.e. involving programme of two different universities having received recognition for knowledge, skill or competence acquired, which may occur within a programme of study, across a university, between universities within a single country or on an international basis.

Credit value: The number of credits awarded for successful achievement of particular learning outcomes.

Cross-border education: An educational service provided within a national boundary by foreign educational institutions(s) singly or in partnership with local institution(s) through conventional, part time or e-learning modes for the purpose of awarding degrees, diplomas and certificates.

Curriculum: Any documented programme of study.

Degree: A qualification awarded to students upon successful completion of a course of study in higher education, normally at a college or university at UQF level 8 (Bachelor degree), level 9 (Master's degree) and level 10 (Doctorate degree).

Degree by thesis: An award that does not involve taught courses or classroom-based training.

Diploma: A non-degree award offered at UQF level 6, 7, and 9.

Discipline: Branch of knowledge, skills and competences acquired through teaching or learning at university or professional level through specific programmes (e.g. Agriculture, Education, Law, ICT, etc.).

Dissertation: Formal, written treatise that covering a subject in great detail, and is submitted usually in the course of qualifying for specific higher awards. Awards associated with dissertation involve taught courses prescribed by the institution and/or dissertation based on research.

Distance Education: Mode of learning where the students are not present in person at the site and do not have a direct face to face contact with the teacher but can use various modes to access education, like e-learning, video conferencing, e-mail, etc. In this mode of education, the student is not required to attend the classes regularly, and the evaluation of his/her work is done through the tests conducted at regular intervals.

Distance Learning: Mode of education delivering, in which the source of information and the students are not physically present, as they are separated either by time or distance or even by both.

Double Degree: Degree obtained through a collaboration arrangement between two or more universities awarded separately by each of the collaborating universities.

Education and training: Any process by which learners may acquire knowledge, skill or competence.

e-Learning: Learning by utilising electronic technologies to access educational curriculum outside a traditional classroom and in most cases, it refers to a course, programme or degree delivered completely online.

Equivalence of qualification: A process of formally establishing as to whether two or more foreign qualifications are equal or deemed to be equal or comparable in value by similar award in Tanzania.

Experiential learning: Process of learning through which a learner develops knowledge, skills, and values from direct experiences outside a traditional academic setting.

Foreign award: An award conferred by an awarding institution that is accredited or recognized in a national system of another country in accordance with the national policies or generally accepted practice of that country.

Guideline: A statement that indicates how a particular process should be undertaken or done according to a set routine or sound practice.

Higher Education: Education offered at a university college or university that leads to an award of a degree.

Learning outcome: Statement that describes significant and essential learning that learners have achieved and can reliably demonstrate what the learner will know and be able to do by the end of a course or study programme.

Off-shore campus: A campus of a university established in another country.

Principle: Fundamental context that a plan, operation or system is based on.

Professional practice: The use of one's knowledge and skills in a particular profession upon having completed a required study programme and/or practice and whose competence level is measurable against an established set of standards and learning outcomes.

Programme: Curriculum of studies that leads to some form of recognition through an academic, technical or professional award in a discipline.

Qualifications framework: An instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills achieved by a learner regardless of the mode of learning.

Quality Assurance: Process of establishing stakeholder confidence that provision of education (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.

Quality of Higher Education: Phenomenon in higher education that transforms a student to become an active and productive member of society.

Recognition of award: The process of verifying that an award attesting to the knowledge, skills, competencies and education obtained in another country is comparable to the standards prescribed by the UQF.

Recognition of Prior Learning (RPL): Process of assessing, accrediting and certifying the previous learning of a learner howsoever (through formal, non-formal or informal learning) and wherever obtained for purposes of access to higher education and career progression.

Short course: Short learning programme for which a learner may or may not be awarded credits, depending on the purpose or nature of the programme.

Standard: Specification of aspects, elements or principles to which an institution, programme, higher education institution or quality assurance agency should conform or by which quality is judged.

Thesis: Document presenting the author's research and findings submitted in support of the outcome of the study of candidature for an academic award or professional qualification.

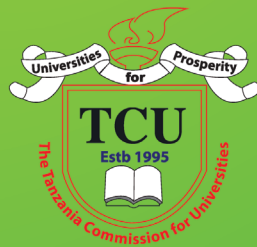
Transcript/diploma supplement: Certified document that represent an official summary of student academic performance and records at an institution.

University: An institution which offers a level of education and training that leads to intermediate and full academic or professional qualification and competencies namely certificates, diplomas and degrees.

University Qualifications Framework: Tool for comparing levels, credits and competencies attained by the holder of the qualification awarded in a foreign university institution.

Verification of certificates: Confirmation that a credential is authentic and represents a qualification awarded to an individual by an institution at a specific time.

The Tanzania Commission for Universities



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